

## Minnie B Kennedy Middle

274 East Pine Log Road

Aiken, SC 29803

<b>Grades</b>	6–8 Middle School	
<b>Enrollment</b>	948 Students	
<b>Principal</b>	George M. Rogers	803–641–2470
<b>Superintendent</b>	Dr. Linda B. Eldridge	803–641–2428
<b>Board Chair</b>	Dr. John B. Bradley	803–641–8431

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	12	5	1	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Good	No
<b>2005</b>	Good	Below Average	No

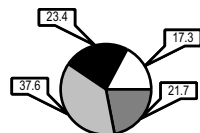
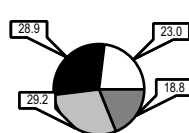
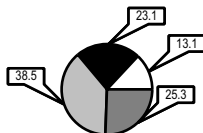
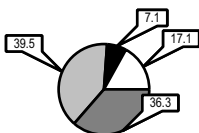
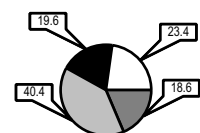
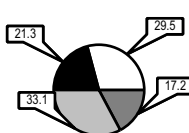
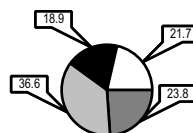
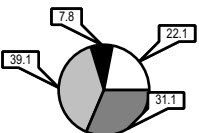
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	914	100.0	17.1	39.5	36.4	7.0	54.5	Yes	Yes
<b>Gender</b>									
Male	460	100.0	20.5	40.8	33.6	5.1	48.2		
Female	454	100.0	13.7	38.2	39.1	9.0	60.9		
<b>Racial/Ethnic Group</b>									
White	605	100.0	10.9	34.0	45.9	9.2	65.7	Yes	Yes
African American	245	100.0	29.9	54.5	14.3	1.3	29.5	No	Yes
Asian/Pacific Islander	19	100.0	15.8	42.1	26.3	15.8	42.1	I/S	I/S
Hispanic	40	100.0	43.8	31.3	25.0	0.0	31.3	I/S	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	825	100.0	14.6	38.8	38.8	7.8	58.3		
Disabled	89	100.0	41.3	46.3	12.5	0.0	17.5	No	Yes
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	913	100.0	17.0	39.5	36.4	7.1	54.6		
<b>English Proficiency</b>									
Limited English Proficient	33	100.0	68.0	20.0	8.0	4.0	16.0	I/S	I/S
Non-Limited English Proficient	881	100.0	15.6	40.1	37.2	7.1	55.6		
<b>Socio-Economic Status</b>									
Subsidized meals	287	100.0	34.0	48.8	16.0	1.2	28.5	No	Yes
Full-pay meals	627	100.0	10.0	35.6	44.9	9.5	65.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	914	100.0	13.0	38.5	25.4	23.1	60.7	Yes	Yes
<b>Gender</b>									
Male	460	100.0	13.1	36.6	25.1	25.1	60.1		
Female	454	100.0	13.0	40.3	25.7	21.1	61.3		
<b>Racial/Ethnic Group</b>									
White	605	100.0	6.8	33.8	29.0	30.4	71.7	Yes	Yes
African American	245	100.0	25.9	50.9	17.4	5.8	35.7	No	Yes
Asian/Pacific Islander	19	100.0	15.8	31.6	21.1	31.6	63.2	I/S	I/S
Hispanic	40	100.0	37.5	34.4	21.9	6.3	34.4	I/S	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	825	100.0	10.4	37.2	27.1	25.3	64.6		
Disabled	89	100.0	38.8	51.3	8.8	1.3	22.5	No	Yes
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	913	100.0	12.9	38.5	25.4	23.1	60.8		
<b>English Proficiency</b>									
Limited English Proficient	33	100.0	56.0	28.0	8.0	8.0	20.0	I/S	I/S
Non-Limited English Proficient	881	100.0	11.8	38.8	25.9	23.5	62.0		
<b>Socio-Economic Status</b>									
Subsidized meals	287	100.0	27.0	51.2	17.2	4.7	34.8	No	Yes
Full-pay meals	627	100.0	7.2	33.1	28.9	30.8	71.6		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	914	100.0	23.0	29.3	18.8	28.9	47.7
<b>Gender</b>							
Male	460	100.0	21.9	27.6	16.6	33.9	50.5
Female	454	100.0	24.1	31.0	21.1	23.8	44.9
<b>Racial/Ethnic Group</b>							
White	605	100.0	13.5	26.3	22.7	37.5	60.2
African American	245	100.0	44.2	37.1	11.6	7.1	18.8
Asian/Pacific Islander	19	100.0	26.3	15.8	10.5	47.4	57.9
Hispanic	40	100.0	46.9	34.4	6.3	12.5	18.8
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	825	100.0	18.4	29.5	20.5	31.6	52.0
Disabled	89	100.0	67.5	27.5	2.5	2.5	5.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	913	100.0	22.9	29.4	18.8	28.9	47.7
<b>English Proficiency</b>							
Limited English Proficient	33	100.0	72.0	16.0	8.0	4.0	12.0
Non-Limited English Proficient	881	100.0	21.5	29.7	19.1	29.6	48.8
<b>Socio-Economic Status</b>							
Subsidized meals	287	100.0	45.7	33.2	12.9	8.2	21.1
Full-pay meals	627	100.0	13.4	27.7	21.3	37.5	58.9

<b>Social Studies</b>							
All Students	913	100.0	17.3	37.6	21.7	23.3	45.0
<b>Gender</b>							
Male	459	100.0	15.4	35.0	21.0	28.6	49.5
Female	454	100.0	19.2	40.3	22.5	18.1	40.5
<b>Racial/Ethnic Group</b>							
White	605	100.0	8.9	34.8	25.3	31.1	56.3
African American	244	100.0	37.9	43.3	13.8	4.9	18.8
Asian/Pacific Islander	19	100.0	10.5	36.8	26.3	26.3	52.6
Hispanic	40	100.0	34.4	46.9	9.4	9.4	18.8
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	824	100.0	13.7	37.0	23.7	25.6	49.2
Disabled	89	100.0	52.5	43.8	2.5	1.3	3.8
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	912	100.0	17.2	37.7	21.7	23.4	45.1
<b>English Proficiency</b>							
Limited English Proficient	33	100.0	48.0	40.0	12.0	0.0	12.0
Non-Limited English Proficient	880	100.0	16.4	37.6	22.0	24.0	46.0
<b>Socio-Economic Status</b>							
Subsidized meals	286	100.0	39.8	39.8	14.5	5.9	20.3
Full-pay meals	627	100.0	7.9	36.7	24.8	30.7	55.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	333	100.0	21.8	30.3	37.6	10.3	47.9
	7	298	100.0	14.6	43.9	35.7	5.8	41.5
	8	314	99.7	14.7	47.7	27.8	9.8	37.6
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	316	100.0	22.6	41.1	31.3	5.1	36.4
	7	309	100.0	15.5	35.5	43.9	5.1	49.0
	8	289	100.0	12.9	42.3	33.5	11.4	44.9
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	333	100.0	12.7	32.7	25.8	28.8	54.5
	7	298	100.0	11.2	40.5	20.4	27.9	48.3
	8	314	99.7	19.0	42.5	25.2	13.4	38.6
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	316	100.0	9.4	38.4	33.0	19.2	52.2
	7	309	100.0	13.5	34.1	23.0	29.4	52.4
	8	289	100.0	16.5	43.4	19.5	20.6	40.1
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	316	100.0	25.3	25.3	19.2	30.3	49.5
	7	309	100.0	19.6	29.7	20.3	30.4	50.7
	8	289	100.0	24.3	33.1	16.9	25.7	42.6
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	316	100.0	15.5	30.3	23.2	31.0	54.2
	7	309	100.0	22.0	43.2	19.9	14.9	34.8
	8	288	100.0	14.3	39.3	22.1	24.3	46.3

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 948)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	39.4%	Down from 44.1%	32.0%	15.5%
Retention rate	5.5%	Up from 2.7%	1.6%	3.0%
Attendance rate	96.0%	Up from 95.4%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Up from 5.6%	3.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%	Up from 4.8%	3.4%	4.6%
Eligible for gifted and talented	33.5%	Down from 33.9%	31.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 8.3%	9.8%	13.6%
Older than usual for grade	5.5%	Up from 4.0%	2.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.7%	0.8%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n= 52)</b>				
Teachers with advanced degrees	51.9%	Up from 46.2%	57.4%	51.8%
Continuing contract teachers	94.2%	Up from 82.7%	81.7%	78.1%
Highly qualified teachers	94.0%	Down from 95.8%	90.0%	89.6%
Teachers with emergency or provisional certificates	2.0%	Down from 2.2%	2.8%	6.0%
Teachers returning from previous year	92.6%	Up from 91.7%	87.3%	85.4%
Teacher attendance rate	95.3%	Down from 96.5%	95.2%	94.9%
Average teacher salary	\$43,731	Up 3.9%	\$43,499	\$41,328
Prof. development days/teacher	6.6 days	Up from 5.9 days	11.2 days	11.5 days
<b>School</b>				
Principal's years at school	20.0	Up from 19.0	5.0	3.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 24.3 to 1	22.5 to 1	21.3 to 1
Prime instructional time	90.6%	Down from 91.5%	90.4%	89.3%
Dollars spent per pupil*	\$4,662	Down 3.6%	\$5,451	\$6,022
Percent of expenditures for teacher salaries*	64.4%	Up from 63.4%	65.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.4%	97.9%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Kennedy Middle School has approximately nine hundred fifty-three students of whom 72% are Caucasian and 28% minority. Thirty-one percent are on either free or reduced-priced lunch. The school has four self-contained special education classes, two resource classes, an English as Second Language class, and three hundred fifty-two students are enrolled in the Gifted and Talented program. Academically, the students have scored well above the state and district averages on all standardized tests. Students are heterogeneously grouped in grades six and seven, and because of high school course offerings, are homogeneously grouped in grade eight. All students are offered an advisor-advisee class, two periods of reading/language arts and mathematics daily, and have science and social studies for two periods on alternate days. In addition, each student has a minimum of six exploratory course offerings yearly. To support the academic program, all students participate in the Accelerated Reading, Accelerated Mathematics, Perfect Copy for Language Arts, and the CCC Lab. Students with academic plans or who are experiencing academic difficulties are offered tutoring through parent volunteers, Beta Club members, and an after-school tutorial program. A wide variety of extracurricular opportunities are provided for students through clubs, athletics, intramurals, and mini-courses. To help with self-esteem, students participate in a variety of service learning and character education activities. In summary, the school attempts to meet the various needs of all students.

George M. Rogers  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	55	252	206
Percent satisfied with learning environment	96.4%	78.0%	85.3%
Percent satisfied with social and physical environment	100.0%	82.3%	81.4%
Percent satisfied with school-home relations	87.3%	89.5%	67.8%

\*Only students at the highest middle school grade level at this school and their parents were included.